



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 10651858  
SAU: Gorham School Department  
School: Gorham Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science Results .....	10-12

# SUMMARY OF SCORES

Test Date: March 2009

Grade: 8

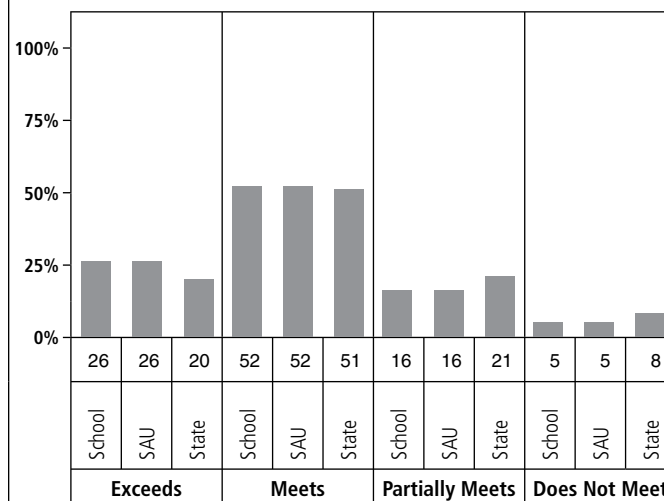
SAU: Gorham School Department

School: Gorham Middle School

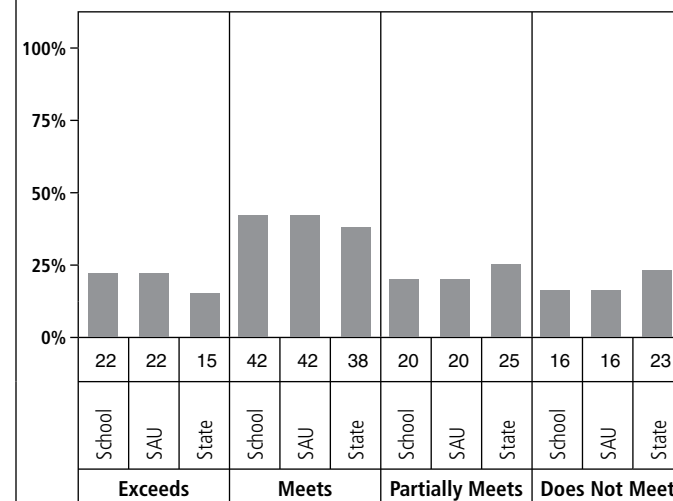
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	852	852	847
2007–2008	854	854	849
<b>2008–2009</b>	<b>854</b>	<b>854</b>	<b>850</b>
Cum. Avg.*	853	853	849
<b>Mathematics</b>			
2006–2007	844	844	842
2007–2008	846	846	841
<b>2008–2009</b>	<b>848</b>	<b>848</b>	<b>843</b>
Cum. Avg.*	846	846	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>851</b>	<b>851</b>	<b>846</b>

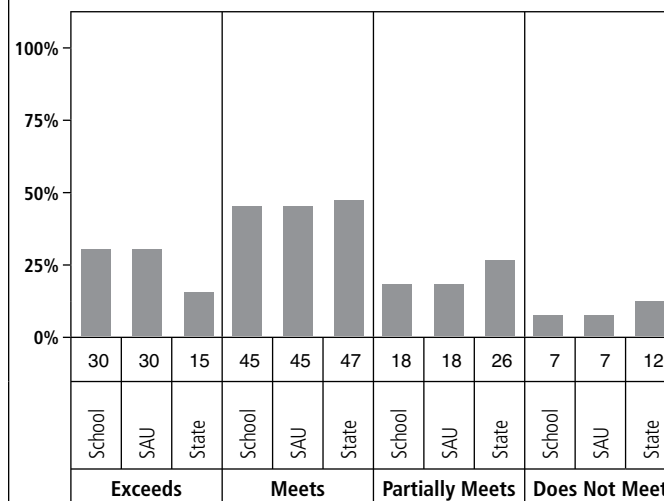
## ELA – READING



## MATHEMATICS



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 8  
SAU: Gorham School Department  
School: Gorham Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	222	100	222	100	14804	100	220	99	220	99	14659	99	220	99	220	99	14653	99	220	99	220	99	14626	99
<b>Ethnicity</b> African American/Black	2	1	2	1	377	3	2	100	2	100	366	97	2	100	2	100	371	98	2	100	2	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	3	1	3	1	238	2	3	100	3	100	232	97	3	100	3	100	234	98	3	100	3	100	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	217	98	217	98	13878	94	215	99	215	99	13756	99	215	99	215	99	13742	99	215	99	215	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	34	15	34	15	2489	17	34	100	34	100	2434	99	34	100	34	100	2424	98	34	100	34	100	2418	98
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
<b>Economically disadvantaged</b>	43	19	43	19	5460	37	43	100	43	100	5380	99	43	100	43	100	5377	99	43	100	43	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	185	83	185	83	12132	82	185	83	185	83	12124	82	185	83	185	83	12169	82
Identified disability (PET/IEP)	2	1	2	1	379	3	2	1	2	1	380	3	2	1	2	1	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	2	1	2	1	200	2	2	1	2	1	200	2	2	1	2	1	202	2
<b>Participation with accommodations</b>	34	15	34	15	2349	16	34	15	34	15	2347	16	34	15	34	15	2288	15
Identified disability (PET/IEP)	31	91	31	91	1877	80	31	91	31	91	1862	79	31	91	31	91	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	1	3	1	3	70	3	1	3	1	3	70	3	1	3	1	3	66	3
Other	2	6	2	6	292	12	2	6	2	6	297	13	2	6	2	6	280	12
<b>Participation through alternate assessment (PAAP)</b>	1	0	1	0	178	1	1	0	1	0	182	1	1	0	1	0	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	2	1	2	1	113	1	2	1	2	1	117	1	2	1	2	1	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009

Grade: 8

SAU: Gorham School Department

School: Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	48	23	48	23	2407	16
	2007-2008	70	33	70	33	3428	23
	<b>2008-2009</b>	<b>57</b>	<b>26</b>	<b>57</b>	<b>26</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	175	27	175	27	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	113	53	113	53	7494	49
	2007-2008	96	46	96	46	7179	48
	<b>2008-2009</b>	<b>114</b>	<b>52</b>	<b>114</b>	<b>52</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	323	50	323	50	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	37	17	37	17	3628	24
	2007-2008	29	14	29	14	2706	18
	<b>2008-2009</b>	<b>36</b>	<b>16</b>	<b>36</b>	<b>16</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	102	16	102	16	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	15	7	15	7	1810	12
	2007-2008	14	7	14	7	1611	11
	<b>2008-2009</b>	<b>12</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	41	6	41	6	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	38.1	68.0	38.1	68.0	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.3	66.5	13.3	66.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.8	68.9	24.8	68.9	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Gorham School Department  
 School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	219	57	26	114	52	36	16	12	5	854	219	26	52	16	5	854	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	2										2						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	3										3						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	214	56	26	112	52	35	16	11	5	854	214	26	52	16	5	854	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	33	0	0	6	18	16	48	11	33	834	33	0	18	48	33	834	2256	2	25	40	34	834
No	186	57	31	108	58	20	11	1	1	857	186	31	58	11	1	857	12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	0										0						324	5	34	36	26	838
No	219	57	26	114	52	36	16	12	5	854	219	26	52	16	5	854	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	43	5	12	19	44	13	30	6	14	845	43	12	44	30	14	845	5277	10	46	29	15	844
No	176	52	30	95	54	23	13	6	3	856	176	30	54	13	3	856	9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	219	57	26	114	52	36	16	12	5	854	219	26	52	16	5	854	14476	20	51	21	8	850
<b>Gender</b>																						
Female	110	32	29	61	55	12	11	5	5	855	110	29	55	11	5	855	7074	25	51	18	6	852
Male	109	25	23	53	49	24	22	7	6	852	109	23	49	22	6	852	7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	219	57	26	114	52	36	16	12	5	854	219	26	52	16	5	854	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	17	13	76	4	24	0	0	0	0	871	17	76	24	0	0	871	700	69	30	1	0	867
No	202	44	22	110	54	36	18	12	6	852	202	22	54	18	6	852	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Gorham School Department

School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	4	44	3	33	2	22	840	4	0	44	33	22	840	8	8	39	29	24	841
B. less than one hour	44	20	21	56	58	14	15	6	6	853	44	21	58	15	6	853	51	17	53	22	8	849
C. one to two hours	41	28	31	42	47	16	18	3	3	855	41	31	47	18	3	855	36	24	52	18	5	852
D. more than two hours	11	9	39	11	48	3	13	0	0	858	11	39	48	13	0	858	5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	35	35	47	34	45	4	5	2	3	862	35	47	45	5	3	862	31	35	50	11	4	856
B. good	47	21	21	57	56	19	19	4	4	852	47	21	56	19	4	852	47	16	55	21	7	849
C. fair	15	1	3	18	55	10	30	4	12	844	15	3	55	30	12	844	18	5	47	33	15	842
D. poor	4	0	0	4	50	3	38	1	13	843	4	0	50	38	13	843	3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	41	32	36	47	53	6	7	3	3	858	41	36	53	7	3	858	32	27	54	14	5	853
B. They match some of what I have learned.	45	20	20	52	53	21	21	5	5	852	45	20	53	21	5	852	52	18	53	22	8	850
C. They match just a little of what I have learned.	13	5	18	13	46	7	25	3	11	848	13	18	46	25	11	848	12	11	45	29	15	844
D. There is no match.	1	0	0	1	33	2	67	0	0	840	1	0	33	67	0	840	4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	17	8	22	14	39	8	22	6	17	847	17	22	39	22	17	847	15	13	42	28	17	844
B. about the same as my regular schoolwork	65	34	24	78	55	26	18	4	3	854	65	24	55	18	3	854	64	19	53	20	7	850
C. easier than my regular schoolwork	18	15	38	21	54	2	5	1	3	861	18	38	54	5	3	861	22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	1	9	3	27	5	45	2	18	840	5	9	27	45	18	840	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	50	17	16	59	55	25	23	7	6	850	50	16	55	23	6	850	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	45	39	40	51	53	5	5	2	2	860	45	40	53	5	2	860	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	45	18	19	52	54	20	21	7	7	851	45	19	54	21	7	851	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	51	38	34	56	50	14	13	3	3	857	51	34	50	13	3	857	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	11	5	56	2	22	1	11	848	4	11	56	22	11	848	7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	13	36	17	47	4	11	2	6	857	17	36	47	11	6	857	19	26	53	15	6	853
B. 20 minutes to an hour	44	32	34	46	48	16	17	1	1	856	44	34	48	17	1	856	40	25	52	17	6	852
C. less than 20 minutes	16	8	24	18	53	5	15	3	9	853	16	24	53	15	9	853	15	18	51	21	10	849
D. I rarely read at home.	24	4	8	31	61	11	22	5	10	848	24	8	61	22	10	848	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	45	30	31	51	52	11	11	6	6	856	45	31	52	11	6	856	42	27	51	15	6	853
B. agree	47	24	23	52	50	22	21	5	5	851	47	23	50	21	5	851	50	15	53	23	9	848
C. disagree	6	3	21	9	64	2	14	0	0	855	6	21	64	14	0	855	7	8	46	32	14	843
D. strongly disagree	1	0	0	1	50	1	50	0	0	841	1	0	50	50	0	841	2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	22	0	0	1	50	1	50	0	0	845	22	0	50	50	0	845						
B.	44	0	0	4	100	0	0	0	0	853	44	0	100	0	0	853						
C.	22	0	0	0	0	2	100	0	0	831	22	0	0	100	0	831						
D.	11	0	0	1	100	0	0	0	0	858	11	0	100	0	0	858						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Gorham School Department  
School: Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	29	14	29	14	1952	13
	2007-2008	40	19	40	19	1657	11
	<b>2008-2009</b>	<b>49</b>	<b>22</b>	<b>49</b>	<b>22</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	118	18	118	18	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	79	37	79	37	5870	38
	2007-2008	90	43	90	43	5956	40
	<b>2008-2009</b>	<b>91</b>	<b>42</b>	<b>91</b>	<b>42</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	260	41	260	41	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	70	33	70	33	3982	26
	2007-2008	41	20	41	20	3729	25
	<b>2008-2009</b>	<b>44</b>	<b>20</b>	<b>44</b>	<b>20</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	155	24	155	24	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	34	16	34	16	3534	23
	2007-2008	38	18	38	18	3579	24
	<b>2008-2009</b>	<b>35</b>	<b>16</b>	<b>35</b>	<b>16</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	107	17	107	17	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	32.1	57.3	32.1	57.3	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	4.1	51.3	4.1	51.3	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	9.2	57.5	9.2	57.5	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	6.1	50.8	6.1	50.8	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	12.7	63.5	12.7	63.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Gorham School Department

School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	219	49	22	91	42	44	20	35	16	848	219	22	42	20	16	848	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	2										2						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	3										3						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	214	47	22	91	43	43	20	33	15	848	214	22	43	20	15	848	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	33	0	0	3	9	10	30	20	61	824	33	0	9	30	61	824	2242	2	12	22	63	824
No	186	49	26	88	47	34	18	15	8	852	186	26	47	18	8	852	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	0										0						336	6	18	26	51	829
No	219	49	22	91	42	44	20	35	16	848	219	22	42	20	16	848	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	43	3	7	12	28	14	33	14	33	838	43	7	28	33	33	838	5270	6	30	28	36	835
No	176	46	26	79	45	30	17	21	12	850	176	26	45	17	12	850	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	219	49	22	91	42	44	20	35	16	848	219	22	42	20	16	848	14466	15	38	25	23	843
<b>Gender</b>																						
Female	110	20	18	50	45	24	22	16	15	847	110	18	45	22	15	847	7070	15	39	25	22	843
Male	109	29	27	41	38	20	18	19	17	849	109	27	38	18	17	849	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	219	49	22	91	42	44	20	35	16	848	219	22	42	20	16	848	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	17	15	88	2	12	0	0	0	0	874	17	88	12	0	0	874	700	68	27	3	1	866
No	202	34	17	89	44	44	22	35	17	846	202	17	44	22	17	846	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Gorham School Department

School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	22	2	22	5	56	827	4	0	22	22	56	827	8	8	24	24	44	833
B. less than one hour	44	23	24	40	42	17	18	16	17	848	44	24	42	18	17	848	51	12	38	26	23	842
C. one to two hours	41	20	22	37	42	21	24	11	12	849	41	22	42	24	12	849	36	19	40	23	19	845
D. more than two hours	11	6	26	11	48	4	17	2	9	852	11	26	48	17	9	852	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	38	51	27	36	5	7	4	5	861	34	51	36	7	5	861	28	33	41	15	11	852
B. good	44	8	9	51	54	17	18	18	19	844	44	9	54	18	19	844	45	11	43	25	21	842
C. fair	19	3	8	10	25	17	43	10	25	838	19	8	25	43	25	838	21	3	27	35	35	834
D. poor	4	0	0	2	25	5	63	1	13	836	4	0	25	63	13	836	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	29	21	33	28	44	4	6	10	16	854	29	33	44	6	16	854	28	23	41	21	15	848
B. They match some of what I have learned.	55	27	23	48	40	29	24	15	13	848	55	23	40	24	13	848	52	13	40	25	21	843
C. They match just a little of what I have learned.	15	1	3	13	41	10	31	8	25	839	15	3	41	31	25	839	16	8	28	30	34	836
D. There is no match.	1	0	0	1	33	1	33	1	33	835	1	0	33	33	33	835	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	34	4	5	31	42	20	27	18	25	840	34	5	42	27	25	840	32	6	34	29	32	837
B. about the same as my regular schoolwork	51	22	20	52	47	21	19	16	14	848	51	20	47	19	14	848	52	13	41	25	20	843
C. easier than my regular schoolwork	15	23	70	7	21	3	9	0	0	865	15	70	21	9	0	865	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	45	15	15	42	43	22	23	18	19	846	45	15	43	23	19	846	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	52	32	28	44	39	21	19	16	14	850	52	28	39	19	14	850	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	29	4	57	1	14	0	0	854	3	29	57	14	0	854	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	43	28	30	35	37	21	22	10	11	851	43	30	37	22	11	851	34	18	40	22	20	845
B. two or three days a week	37	18	22	33	41	16	20	14	17	848	37	22	41	20	17	848	35	14	38	26	21	843
C. two or three times each month	15	2	6	16	48	6	18	9	27	840	15	6	48	18	27	840	18	12	37	27	24	841
D. never or almost never	4	1	11	6	67	1	11	1	11	851	4	11	67	11	11	851	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	6	2	17	2	17	3	25	5	42	835	6	17	17	25	42	835	9	13	38	23	26	841
B. two or three days a week	22	11	23	18	38	8	17	10	21	847	22	23	38	17	21	847	17	11	37	26	26	841
C. two or three times each month	47	20	20	46	46	21	21	14	14	848	47	20	46	21	14	848	28	15	40	25	20	844
D. never or almost never	26	16	28	24	42	12	21	5	9	852	26	28	42	21	9	852	46	16	36	24	23	843
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	61	36	27	59	44	24	18	14	11	852	61	27	44	18	11	852	52	19	41	22	18	846
B. agree	35	13	17	28	37	18	24	16	21	843	35	17	37	24	21	843	39	11	35	27	27	840
C. disagree	3	0	0	3	50	0	0	3	50	835	3	0	50	0	50	835	6	7	28	26	39	835
D. strongly disagree	1	0	0	0	0	2	67	1	33	823	1	0	0	67	33	823	3	4	25	28	43	832
Optional school/SAU question																						
A.	22	0	0	1	50	0	0	1	50	843	22	0	50	0	50	843						
B.	44	0	0	3	75	1	25	0	0	849	44	0	75	25	0	849						
C.	22	0	0	1	50	0	0	1	50	823	22	0	50	0	50	823						
D.	11	1	100	0	0	0	0	0	0	870	11	100	0	0	0	870						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Gorham School Department  
School: Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	66	30	66	30	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	98	45	98	45	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	40	18	40	18	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	15	7	15	7	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	35.5	63.4	35.5	63.4	32.0	57.1
<b>D. The Physical Setting</b>	31	55	18.7	60.3	18.7	60.3	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	10.1	59.4	10.1	59.4	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	8.6	61.4	8.6	61.4	7.7	55.0
<b>E. The Living Environment</b>	25	45	16.8	67.2	16.8	67.2	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Gorham School Department

School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	219	66	30	98	45	40	18	15	7	851	219	30	45	18	7	851	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	2										2						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	3										3						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	214	64	30	97	45	39	18	14	7	851	214	30	45	18	7	851	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	33	1	3	6	18	14	42	12	36	831	33	3	18	42	36	831	2221	3	22	36	38	832
No	186	65	35	92	49	26	14	3	2	855	186	35	49	14	2	855	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	0										0						331	4	20	39	37	832
No	219	66	30	98	45	40	18	15	7	851	219	30	45	18	7	851	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	43	4	9	18	42	16	37	5	12	843	43	9	42	37	12	843	5184	6	40	33	21	840
No	176	62	35	80	45	24	14	10	6	853	176	35	45	14	6	853	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	219	66	30	98	45	40	18	15	7	851	219	30	45	18	7	851	14258	15	47	26	12	846
<b>Gender</b>																						
Female	110	27	25	55	50	21	19	7	6	850	110	25	50	19	6	850	6953	14	47	28	11	846
Male	109	39	36	43	39	19	17	8	7	852	109	36	39	17	7	852	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	219	66	30	98	45	40	18	15	7	851	219	30	45	18	7	851	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	17	15	88	2	12	0	0	0	0	867	17	88	12	0	0	867	699	65	34	2	0	865
No	202	51	25	96	48	40	20	15	7	850	202	25	48	20	7	850	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Gorham School Department

School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	4	44	1	11	4	44	832	4	0	44	11	44	832	8	8	34	28	30	837
B. less than one hour	44	31	32	41	43	21	22	3	3	852	44	32	43	22	3	852	51	14	48	27	11	846
C. one to two hours	41	27	30	42	47	14	16	6	7	852	41	30	47	16	7	852	36	19	48	24	9	848
D. more than two hours	11	8	35	10	43	4	17	1	4	855	11	35	43	17	4	855	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	23	27	55	13	27	7	14	2	4	858	23	55	27	14	4	858	23	27	47	17	8	851
B. good	60	34	26	66	51	23	18	6	5	851	60	26	51	18	5	851	53	15	50	26	10	847
C. fair	15	5	15	15	45	8	24	5	15	845	15	15	45	24	15	845	20	4	43	35	18	840
D. poor	2	0	0	3	60	1	20	1	20	837	2	0	60	20	20	837	4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	30	24	37	27	42	12	18	2	3	854	30	37	42	18	3	854	26	20	49	23	9	849
B. They match some of what I have learned.	49	32	30	47	44	20	19	8	7	851	49	30	44	19	7	851	51	14	48	26	11	846
C. They match just a little of what I have learned.	18	9	23	21	53	6	15	4	10	848	18	23	53	15	10	848	18	13	44	28	15	844
D. There is no match.	2	1	20	2	40	2	40	0	0	850	2	20	40	40	0	850	4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	30	22	34	25	39	12	19	5	8	851	30	34	39	19	8	851	32	13	45	28	14	844
B. about the same as my regular schoolwork	59	35	28	62	49	22	17	8	6	851	59	28	49	17	6	851	56	15	49	25	11	847
C. easier than my regular schoolwork	11	9	39	10	43	4	17	0	0	855	11	39	43	17	0	855	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	42	25	27	43	47	20	22	3	3	851	42	27	47	22	3	851	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	54	39	33	51	44	18	15	9	8	852	54	33	44	15	8	852	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	25	3	38	1	13	2	25	845	4	25	38	13	25	845	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	28	11	18	33	55	12	20	4	7	848	28	18	55	20	7	848	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	27	23	40	22	38	10	17	3	5	854	27	40	38	17	5	854	23	17	49	22	12	847
C. the course(s) described in B, plus physics	23	27	54	15	30	6	12	2	4	858	23	54	30	12	4	858	21	31	44	17	7	852
D. a life science and physical science class	23	5	10	27	55	12	24	5	10	845	23	10	55	24	10	845	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.”</b>																						
A. strongly agree	27	26	44	28	47	5	8	0	0	858	27	44	47	8	0	858	27	23	47	20	10	849
B. agree	39	25	30	33	40	20	24	5	6	850	39	30	40	24	6	850	37	14	47	27	12	846
C. disagree	22	6	13	28	58	9	19	5	10	848	22	13	58	19	10	848	25	11	48	29	12	845
D. strongly disagree	12	9	36	7	28	5	20	4	16	847	12	36	28	20	16	847	11	9	44	31	17	842
<b>How do you feel about the following statement? “My knowledge of science will be useful to me as an adult.”</b>																						
A. strongly agree	32	32	46	22	32	13	19	2	3	856	32	46	32	19	3	856	31	22	46	22	10	849
B. agree	53	26	23	61	53	18	16	10	9	849	53	23	53	16	9	849	50	14	49	26	11	846
C. disagree	12	7	27	11	42	6	23	2	8	850	12	27	42	23	8	850	14	9	45	31	15	843
D. strongly disagree	3	1	17	2	33	3	50	0	0	844	3	17	33	50	0	844	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	22	0	0	1	50	1	50	0	0	847	22	0	50	50	0	847						
B.	44	0	0	2	50	2	50	0	0	843	44	0	50	50	0	843						
C.	22	0	0	1	50	0	0	1	50	827	22	0	50	0	50	827						
D.	11	1	100	0	0	0	0	0	0	864	11	100	0	0	0	864						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number